

EiE Multi-Annual Logical Framework (19 May 2020) — ADRA Norway

PROGRAMME NAME | Education in Emergencies, South Sudan

DEVELOPMENT GOAL

Conflict affected children and their families in Nasir and Maiwut Counties are equipped with the attitudes and skills that will help them access opportunities and achieve their potential

21-Oct-20

Programme Objective	Indicator	Baseline (March 2020)	Milestone 1 (December 2020)	Milestone 2 (December 2021)	Milestone 3 (December 2022)	Milestone 4 (December 2023)	Definitions of Indicators	Means of Verification (Data Sources)	Frequency of Data Collection
Objective: All learners, regardless of background, ability and gender, equitably access, engage in and learn in inclusive educational institutions	Objective Indicator 1: # and % of learners in supported educational institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments (ETLE composite indicator)	South Sudan EIE: N/A	South Sudan EIE: N/A	South Sudan: 25% of learners (25% f; 25% m; 937 f; 1115 m) in supported educational institutions achieving expected standards quality, inclusive and effective learner-friendly education environments	South Sudan: N/A	South Sudan: 60% of learners (60% f; 60% m; 2481 f; 2951 m) in supported educational institutions achieving expected standards quality, inclusive and effective learner-friendly education environments	Number and percentage (out of all the learners in the programme) of learners that are enrolled in supported educational institutions that achieve all of output indicators 3.1.1, 3.1.3, 3.2.1 (50% of teachers at an educational institution must achieve this indicator), and 4.1.1.	See individual outputs below	Baseline, mid-term, endline
	Objective indicator 2: % and # of learners (f/m) enrolled in supported educational institutions that remain in the educational institution the following year (disability) (Norad indicator 1.2)	South Sudan EIE: N/A	South Sudan EIE: N/A	South Sudan EIE: 70% (5749, of which 3123 M, 36 MWD, 2626 F, 35 FWD) of 8214 learners enrolled in supported learning institutions remain in the learning institution the following year	South Sudan EIE: 70% (6036, of which 3279 M, 38 MWD, 2757 F, 37 FWD) of 8624 learners enrolled in supported learning institutions remain in the learning institution the following year	South Sudan EIE: 70% (6338, of which 3443 M; 40 MWD, 2895 F, 38 FWD) of 9055 learners enrolled in supported learning institutions remain in the learning institution the following year	Proportion and number of learners (f/m; FwD/MwD) from a cohort enrolled in a given grade in a given school year that are enrolled in the following school year, regardless of repetition. This is calculated by dividing the number of learners enrolled in supporting learning institutions in the second grade that exists at a particular school upwards who were enrolled during the previous school year by the number of learners enrolled in supported learning institutions in all grades except the final grade that exists at a particular school in the previous school year. Retention is calculated for grades 1 to 8.	Enrolment records for two consecutive years. (This can be replaced with EMIS data, if available.)	Annually
Outcome 1: More conflict affected children and youth access and participate in inclusive education	Outcome Indicator 1.1: % and # of out-of-school children (f/m) enrolled in supported educational institutions that remain in the learning institution the following year (disability)	South Sudan EIE: N/A	South Sudan EIE: N/A	South Sudan EIE: 70% (140, of which 61 f; 79 m) of 200 out-of-school children enrolled in supported learning institutions remain in the learning institution in the following year	South Sudan EIE: 70% (315, of which 142 f; 173 m) of 450 out-of-school children enrolled in supported learning institutions remain in the learning institution in the following year	South Sudan EIE: 70% (378, of which 178 f; 200 m) of 540 out-of-school children enrolled in supported learning institutions remain in the learning institution in the following year	Proportion and number of learners (f/m; FwD/MwD), enrolled under Output Indicator 1.1.1, that remain enrolled in a learning institution in the year following the academic year in which they originally enrolled (under Output Indicator 1.1.1), regardless of repetition. This is calculated by dividing the number of persons who enrolled in a learning institution under Output Indicator 1.1.1 in the previous year by the number of these persons who are still enrolled in the current academic year. Only persons enrolling in a course where they are expected to continue the following academic year are included in the calculation.	Interview with head teacher	Annually

Output 1.1: More out-of-school children and youth access education	Indicator 1.1.1: # of out-of-school children (f/m) supported to enrol into an appropriate level of education (disability) (Norad indicator 1.1.1)	South Sudan EIE: N/A	South Sudan EIE: 200 out-of-school children (88 f; 112 m) supported to enrol into education	South Sudan EIE: 450 out-of-school children (203 f; 247 m) supported to enrol into education	South Sudan EIE: 540 out-of-school children (254 f; 286 m) supported to enrol into education	South Sudan EIE: 630 out-of-school children (302f; 328 m) supported to enrol into education	Number of persons (f/m; FwD/MwD) of school-going age that have not been in an educational institution in the last 6 months that enrol in supported educational institutions, due to interventions funded by the programme. Only those that were previously not in an educational institution should be counted; not those that merely transferred from other educational institutions.	Enrolment: Official enrolment/registration records. Period out-of-school/possible transferral: interviews with head teacher and with parent/guardian. Data on marginalisation: Enrolment records, <i>interview with head teacher</i>	Annually
Output 1.2: Educational institutions and authorities have increased capacity to provide and manage inclusive education	Indicator 1.2.1.: # of educational personnel (f/m) trained to support and respond to inclusive education (level of education, type of education personnel) (Norad core indicator 5)	South Sudan EIE: N/A	South Sudan EIE: 218 educational personnel (24 f, 194 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	South Sudan EIE: 228 educational personnel (25 f, 203 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	South Sudan EIE: 228 educational personnel (25 f, 203 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	South Sudan EIE: 228 educational personnel (25 f, 203 m) trained to support and respond to inclusive education (cumulative; each person counted only once)	Number of educational personnel (f/m) that has attended all required day(s) of a training on supporting and responding to inclusive education supported by the programme. Educational personnel under this indicator includes teachers, head teachers, inspectors, school supervisors, education authorities and others in the educational system, and also any other staff that is working on improving the educational system (both formal and non-formal) in a country; from community level up to national level. Each person should be counted only once, even if attending several trainings under this indicator.	Attendance: Training attendance records. That the training covers the correct subjects: Training materials, training curriculum and/or training report.	Annually
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	Outcome indicator 2.1: # of learners (f/m) enrolled in supported educational institutions (disability) (Norad core indicator 1)	South Sudan EIE: -8,214 Learners (M=4462, MWD = 52, F= 3752, FWD =50) enrolled in supported education institutions	South Sudan EIE:-8,214 Learners (M=4462, MWD = 52, F= 3752, FWD =50) enrolled in supported education institutions	South Sudan EIE: 8,624 learners (M=4685, MWD = 55, F= 3939, FWD =53) enrolled in supported education institutions	South Sudan EIE: 9055 learners (M=4919, MWD = 57, F=4136, FWD =55) enrolled in supported education institution	South Sudan EIE: 9,507 learners (M=5165, MWD = 59, F=4342, FWD =57) enrolled in supported education institution	Number of learners (f/m; FwD/MwD) that enrol in educational institutions directly supported by the programme. Enrolment is the official registration of individuals in a given formal or non-formal educational institution regardless of age; as per the first term of the school year	Form filled in by, in cooperation with, head teacher at the educational institution or a supervisor, containing the number of enrolled learners, as well as the correct disaggregation (f/m; FwD; MwD; grade).	Annually

Output 2.1: Educational institutions provide safe, gender-sensitive and protective infrastructure	Indicator 2.1.1: # of classrooms constructed or rehabilitated (type of learning space, constructed/rehabilitated) (Norad core indicator 2)	South Sudan EIE: N/A	South Sudan EIE: 26 classrooms constructed or rehabilitated	South Sudan EIE: 35 classrooms constructed or rehabilitated (cumulative)	South Sudan EIE: 40 classrooms constructed or rehabilitated (cumulative)	South Sudan EIE: 45 classrooms constructed or rehabilitated (cumulative)	Number of completed classroom constructions or rehabilitations of permanent, temporary and/or tent structures supported by the programme. A classroom is a space in an educational institution where learners are provided with educational instruction. Rehabilitation of existing classrooms consists of either the provision of furniture or major repairs of classroom (roof, windows, floor, walls etc.).	Construction/rehabilitation report, hand-over document, checklist for observation	Annually
	Indicator 2.1.2: # of supported educational institutions provided with basic drinking water	South Sudan EIE: N/A	South Sudan EIE: 8 supported educational institutions provided with basic drinking water	South Sudan EIE: 12 supported educational institutions provided with basic drinking water (cumulative)	South Sudan EIE: 16 supported educational institutions provided with basic drinking water (cumulative)	South Sudan EIE: 16 supported educational institutions provided with basic drinking water (cumulative)	Number of supported educational institutions that have been provided with a functional drinking water source on or near the premises and water points accessible to all users during school hours, as a consequence of activities funded by the programme.	Construction/rehabilitation report, hand-over document	Annually
	Indicator 2.1.3: # of toilets constructed or rehabilitated (sex, both sexes; of which disability-friendly) (Norad indicator 1.2.1)	South Sudan EIE: N/A	South Sudan EIE: 60 toilets constructed or rehabilitated	South Sudan EIE: 70 toilets constructed or rehabilitated (cumulative)	South Sudan EIE: 74 toilets constructed or rehabilitated (cumulative)	South Sudan EIE: 74 toilets constructed or rehabilitated (cumulative)	Number of individual toilet/latrines stances (f, m; unisex; of which disability-friendly) constructed or rehabilitated by programme and brought into operation. For rehabilitation of existing toilets/latrines, only those that were previously in an unusable condition (e.g. unsafe/full pit/no door etc.) should be counted.	Construction/rehabilitation report, hand-over document, checklist for observation	Annually
Output 2.2: Educational institutions have strengthened links with health and protection services	Indicator 2.2.1: # of referrals to health, safety and/or protection services (sex)	South Sudan EIE: N/A	South Sudan EIE: 100 learners (53 f; 47 m) that have been referred to health, safety and/or protection services	South Sudan EIE: 200 learners (106 f; 94 m) that have been referred to health, safety and/or protection services (cumulative)	South Sudan EIE: 300 learners (159 f; 141 m) that have been referred to health, safety and/or protection services (cumulative)	South Sudan EIE: 400 learners (112 f; 188 m) that have been referred to health, safety and/or protection services (cumulative)	Number of learners (f/m), which have been referred to health, safety and/or protection services	Checklist, which will be filled in in cooperation with educational institution.	Annually
	Indicator 2.2.2: # of schools where PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	South Sudan EIE: N/A	South Sudan EIE: At 9 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	South Sudan EIE: At 11 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	South Sudan EIE: At 13 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	South Sudan EIE: At 16 schools, PTAs/SMCs have implemented activities on child protection, and inclusive and peace education	Number of schools where the PTA or the SMC have implemented activities relating to child protection, inclusive education and/or peace education	Focus groups with PTAs/SMCs, activity reports	Annually
Outcome 3: Learners benefit from improved quality teaching and relevant learning	Outcome indicator 3.1: % reduction in gender disparities in learning achievements in end-of-school exams	South Sudan EIE: Disparity = 1.04 (51.41/49.24)	South Sudan EIE: N/A	South Sudan EIE: 2% reduction in disparities in learning achievements between girls and boys compared to baseline levels	South Sudan EIE: N/A	South Sudan EIE: 4% reduction in disparities in learning achievements between girls and boys compared to baseline levels	Percentage-wise reduction in disparities in the average marks on end-of-school exam scores between females and males. The disparity at any given point is calculated by dividing the average score of females by the average score of males. The percentage-wise change in disparities is calculated by dividing the disparity at the point in question by the disparity at baseline. Change should be measured in percentages; not in percentage points. The exams to be included are in grades 4 (end of first cycle of primary school), and 8 (end of primary school).	Official documents containing at least average exam scores for females and males at end-of-school exams.	Baseline, mid-term, endline
Output 3.1: Educational institutions have effective management structures and systems	Indicator 3.1.1: % of head teachers (f/m) meeting expected standards for managing supported educational institutions and strengthening systems (ETLE)	South Sudan EIE: 0 % of head teachers (f/m) meeting expected standards for managing supported educational institutions and strengthening systems	South Sudan EIE: N/A	South Sudan EIE: 25% of 16 head teachers 4 (0 f, 4 m) meeting expected standards for managing supported educational institutions and strengthening systems	South Sudan EIE: N/A	South Sudan EIE: 50% of head teachers 8 (2 f, 6 m) meeting expected standards for managing supported educational institutions and strengthening systems	Percentage of head teachers that achieve score of 3 or 4 on three of ETLE indicators T, U, V, W, X and Y.	ETLE, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTAs/SMCs/parents, learners and/or supervisors	Baseline, mid-term, endline
	Indicator 3.1.2: # of target PTA/SMC members (f/m) trained (Norad core indicator 4)	South Sudan EIE: N/A	South Sudan EIE: 99 supported PTA/SMC members (40 f; 59 m) trained	South Sudan EIE: 121 supported PTA/SMC members (48 f; 73 m) trained (cumulative; each person counted only once)	South Sudan EIE: 143 supported PTA/SMC members (57 f; 86 m) trained (cumulative; each person counted only once)	South Sudan EIE: 175 supported PTA/SMC members (70 f; 105 m) trained (cumulative; each person counted only once)	Number of PTA and/or SMC members (f/m) that have attended all required day(s) of a training supported by the programme. Training includes all support and capacity building of PTAs/SMCs that contribute towards them better fulfilling their mandates in supporting the effectiveness and functionality of the educational institution. Each member should only be counted once, even if attending several trainings under this indicator.	Training attendance: Training attendance records. That the training covers the correct subjects: Training materials, training curriculum and/or training report. Capacity building: Capacity-building reports, focus group with PTA/SMC.	Annually
	Indicator 3.1.3: % of supported educational institutions where SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions (ETLE)	South Sudan EIE: 0% of 16 supported educational institutions where SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions	South Sudan EIE: N/A	South Sudan EIE: 25% of 16 supported SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions	South Sudan EIE: N/A	South Sudan EIE: 50% of 16 supported SMCs/PTAs meeting expected standards in managing and strengthening supported educational institutions	Percentage of schools that achieve score of 3 or 4 on two of ETLE indicators AA, BB, CC and DD.	ETLE, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTAs/SMCs/parents, learners and/or supervisors	Baseline, mid-term, endline

Output 3.2: Educational institutions have improved quality teaching	Indicator 3.2.1: % of teachers (f/m) in supported educational institutions who meet expected standards in effective teaching practices (ETLE)	South Sudan EIE: 0% of teachers (f/m) in supported educational institutions who meet expected standards in effective teaching practices	South Sudan EIE: 10% (1 f; 9 m) of 100 trained teachers in supported educational institutions who meet expected standards in effective teaching practices	South Sudan EIE: 20% (3 f; 17 m) of 100 trained teachers in supported educational institutions who meet expected standards in effective teaching practices	South Sudan EIE: 30% (5 f; 25 m) of 100 trained teachers in supported educational institutions who meet expected standards in effective teaching practices	South Sudan EIE: 40% (8 f; 32 m) of 100 trained teachers in supported educational institutions who meet expected standards in effective teaching practices	Percentage of teachers that achieve score of 3 or 4 on five of ETLE indicators K, L, M, N, O, P, Q, R and S.	ETLE, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTAs/SMCs/parents, learners and/or supervisors	Baseline, mid-term, endline
Output 3.3: Educational institutions have effective and relevant teaching and learning materials	Indicator 3.3.1: # of learners (f/m) provided with learning materials (Norad core indicator 3)	South Sudan EIE: N/A	South Sudan EIE: 6000 learners (2700 f; 3300 m) provided with learning materials	South Sudan EIE: 6500 learners (2990f; 3510 m) provided with learning materials	South Sudan EIE: 7000 learners (3290 f; 3710 m) provided with learning materials	South Sudan EIE: 0 learners (we expect this to be taken over by the government in year 4)	Number of learners (f/m) provided with materials that support their learning and/or school attendance. Only materials that have been provided directly to learners should be counted.	Distribution list with signatures/fingerprints of learners	Annually
	Indicator 3.3.2: # of textbooks provided to target educational institutions (Norad indicator 2.1.1)	South Sudan EIE: N/A	South Sudan EIE: 1060 textbooks provided to supported educational institutions	South Sudan EIE: 1060 textbooks provided to supported educational institutions (cumulative)	South Sudan EIE: 1060 textbooks provided to supported educational institutions (cumulative)	South Sudan EIE: 1060 textbooks provided to supported educational institutions (cumulative)	Number of government-approved textbooks provided to supported educational institutions. Refers only to government-approved textbooks (not supplementary texts/readers) supplied/distributed under the programme. This can include textbooks supplied by the government but distributed to schools using programme resources.	Distribution list with signature of head teacher	Annually
Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems	Outcome indicator 4.1: % community members (f/m) that report having a positive engagement with the school	South Sudan EIE: 1.36% community members (f/m) that report having a positive engagement with the school	South Sudan EIE: N/A	South Sudan EIE: 10% community members (10% f/10% m) that report having a positive engagement with the school	South Sudan EIE: N/A	South Sudan EIE: 20% community members (20% f/20% m) that report having a positive engagement with the school	Percentage of community members (learners, parents, other community representatives and education stakeholders; f/m) who rate their engagement with the school as 4 or higher on a Likert scale of 1-5.	Questionnaire administered to learners, parents, other community representatives and education stakeholders.	Baseline, mid-term, endline
Output 4.1: Learners have increased influence on decision-making in educational institutions	Indicator 4.1.1: % of supported educational institutions that meet expected standards of participation of learners in decision-making (ETLE)	South Sudan EIE: 0% of supported educational institutions that meet expected standards of participation of learners in decision-making	South Sudan EIE: N/A	South Sudan EIE: 25% of supported educational institutions that meet expected standards of participation of learners in decision-making	South Sudan EIE: N/A	South Sudan EIE: 50% of supported educational institutions that meet expected standards of participation of learners in decision-making	Percentage of schools that achieve score of 3 or 4 on ETLE indicators EE and FF.	ETLE, which includes observation, document study, interviews with head teachers and/or supervisors, and separate focus groups with teachers, PTAs/SMCs/parents, learners and/or supervisors	Baseline, mid-term, endline
Output 4.2 Communities demonstrate increased support to educational institutions	Indicator 4.2.1: # of parents (f/m) of learners in supported educational institutions participating in family-strengthening activities	South Sudan EIE: N/A	South Sudan EIE: 120 parents (48 f; 72 m) participating in family-strengthening activities	South Sudan EIE: 300 parents (120 f; 180 m) participating in family-strengthening activities (cumulative; each person counted only once)	South Sudan EIE: 450 parents (180 f; 270 m) participating in family-strengthening activities (cumulative; each person counted only once)	South Sudan EIE: 450 parents (180 f; 270 m) participating in family-strengthening activities (cumulative; each person counted only once)	Number of parents (of children enrolled in schools; f/m) that have attended all required day(s) of Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) training, training on psycho-social support, or training on parenting skills, and/or are members of a Village Savings and Loan Association. Each parent should only be counted once, even if attending several trainings under this indicator.	Training attendance: Training/literacy circle attendance records. That the training covers the correct subjects: Training materials, training curriculum and/or training report. VSLA membership: VSLA membership list	Annually
	Indicator 4.2.2: % of supported educational institutions that receive support from the community	South Sudan EIE: 39% of supported educational institutions that receive support from the community	South Sudan EIE: 45% of supported educational institutions that receive support from the community	South Sudan EIE: 55% of supported educational institutions that receive support from the community	South Sudan EIE: 65% of supported educational institutions that receive support from the community	South Sudan EIE: 75% of supported educational institutions that receive support from the community	Proportion of educational institutions where community members provide the institution with financial resources or in-kind contributions.	Separate focus groups with head teacher and PTA/SMC/parents.	Annually
Outcome 5: Strengthened civil society influences education policies and practices	Outcome indicator 5.1: # of policies, plans and budgets developed/ revised to include quality, protective and inclusive education for marginalised groups (provincial or national level)	South Sudan EIE: N/A	South Sudan EIE: 0 policy, plan or budget developed/ revised to include quality, protective and/or inclusive education and/or protection for marginalised groups	South Sudan EIE: 1 policy, plan or budget developed/ revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)	South Sudan EIE: 2 policy, plan or budget developed/ revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)	South Sudan EIE: 3 policy, plan or budget developed/ revised to include quality, protective and/or inclusive education and/or protection for marginalised groups (cumulative)	Number of education policies, plans and/or budgets of which the programme has supported the development or revision, that can be considered to promote quality, protective and inclusive education for marginalised groups. Revision is the alteration of substantial components of a practice or system, which have previously been identified as requiring change through an analysis of gaps. Quality education means that teachers use active, learner-centred teaching practices in languages children understand, and by using appropriate learning materials and monitoring each learner's progress individually. Protective education means that learners and staff are positive and respectful to one another, learning environments are safe and accessible to all learners, and plans are in place to reduce and prevent risks. Inclusive education means that educational institutions can accommodate all persons regardless of their physical, intellectual, emotional, social, linguistic and other conditions	Gaps analysis, pre-revision policy, plan or budget (if applicable) new/ revised policy, plan or budget.	Annually
Output 5.1: Improved capability of civil society organisations to track, monitor and advocate for improved education for marginalised groups	Indicator 5.1.1: # of advocacy initiatives undertaken by civil society and non-governmental organisations	South Sudan EIE: N/A	South Sudan EIE: 0 advocacy initiatives undertaken by civil society and non-governmental organisations	South Sudan EIE: 1 advocacy initiatives undertaken by civil society and non-governmental organisations (cumulative)	South Sudan EIE: 2 advocacy initiatives undertaken by civil society and non-governmental organisations (cumulative)	South Sudan EIE: 3 advocacy initiatives undertaken by civil society and non-governmental organisations (cumulative)	Number of advocacy initiatives includes initiatives to secure resourcing from central government for schools, securing opportunities for examinations to be held in the target areas, initiatives on the peace process	Meeting reports for CSO groups, changes in policy or resource allocations, examinations taking place	Annually
Output 5.2: Civil society fora and networks strengthened to advocate more effectively for education for marginalised groups	Indicator 5.2.1: # of civil society fora and networks that are created or strengthened to influence education for marginalised groups	South Sudan EIE: N/A	South Sudan EIE: 0 civil society fora and networks are created or strengthened to influence education for marginalised groups	South Sudan EIE: 1 civil society forum and network are created or strengthened to influence education for marginalised groups (cumulative)	South Sudan EIE: 2 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	South Sudan EIE: 3 civil society fora and networks are created or strengthened to influence education for marginalised groups (cumulative)	Number of civil society fora and networks that are established or strengthened (existing fora/networks that are functioning poorly or not at all, which are now having regular meetings and addressing inclusive education issues) with support from the programme. Fora and networks are arenas where civil society actors may meet and discuss, independently of the government.	Gaps analysis, meeting reports, and/or interviews with sample of members	Annually

"ETLE" means that the indicator is measured using ADRA's "Effective Teaching and Learning Environment" assessment tool. These indicators are composite indicators, which are informed by several ETLE sub-indicators. The ETLE for SEAOE2 is used in a selective manner in this project (see definitions of indicators above). Further information about the ETLE are found in the guide "The Effective Teaching and Learning Environment (ETLE) Assessment Tool: A quantifiable qualitative approach to assessing teaching and learning environments" (January 2019).

Note on disaggregation:
Indicators are disaggregated by gender, where applicable. Female = f; male = m.
Indicators are disaggregated by marginalisations (gender, disability and out-of-school status), where applicable. FwD = female with a disability; MwD = male with a disability; OOSG = out-of-school girl; OOSB = out-of-school boy.
All indicators will be measured through baseline surveys at the beginning of the programme. Baseline figures will be filled in following these surveys.
Milestones, targets, definitions, means of verification and the frequency of data collection will be reviewed after the baseline survey in year 1.

Abbreviations and acronyms:
ETLE = The Effective Teaching and Learning Environments assessment tool
F = Females (girls; women)
FwD = Females with a disability
M = Males (boys; men)
MwD = Males with a disability
PTA = Parent-Teacher Association
SMC = School Management Committee